



March 4, 2024

Dear Superintendent Bozeman:

Thank you for submitting the Richard Allen Preparatory Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched [ReadOhio](#), an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with [Ohio Revised Code 3302.13](#). Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

Strengths of the Reading Achievement Plan:

- This plan was developed with many stakeholders in mind and will be shared with families as well.
- This plan has a clear and detailed action plan map.
- This plan includes several evidence-based strategies to improve students' literacy outcomes.


This plan will benefit from:

- This plan could benefit from a clearer plan for supporting adult implementation goals and monitoring fidelity.
- This plan could benefit from a stronger focus on embedding culturally responsive practices as part of the professional development framework.
- This plan could benefit from considering other ways to facilitate improvement if students are not making expected progress, in addition to referring to the MTSS/intervention teams.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Richard Allen Preparatory revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,



Melissa Weber-Mayrer, Ph.D.
Chief of Literacy
Section for Literacy Achievement and Reading Success



READING ACHIEVEMENT PLAN

Revised December 2023

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education and Workforce a Reading Achievement Plan by Dec. 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

DISTRICT NAME: Richard Allen Preparatory

DISTRICT IRN: 133348

DISTRICT ADDRESS:

Richard Allen Preparatory K-2 Campus
627 Salem Avenue
Dayton, Ohio 45406

Richard Allen Preparatory 3-8 Campus
545 Odlin Avenue
Dayton, Ohio 45405

PLAN COMPLETION DATE: December 20, 2023

LEAD WRITERS:

Dr. Justen Seay, Principal, 3-8 Campus

Brandy Flack, Chief Academic Officer

OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education and Workforce developed the [ReadOhio toolkit](#) to guide school leaders, teachers, and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools, and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and Workforce and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learners' language and literacy achievement, the Department urges districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials, and employ culturally responsive practices.

CULTURALLY RESPONSIVE PRACTICE*

“Culturally Responsive Practice” means an approach that recognizes and encompasses students’ and educators’ lived experiences, cultures, and linguistic capital to inform, support, and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department's [Culturally Responsive Practice program page](#).

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SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, STAKEHOLDERS, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION*

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS*

Insert a list of all leadership team members, stakeholders, roles, and contact information. The Department encourages districts and community schools to include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Leslie Crawford	Instructional Coach, K-2	Richard Allen Prep K-2 Campus	lcrawford@richardallenschools.com
Rakia Estridge	Grade 2 Teacher	Richard Allen Prep K-2 Campus	restridge@richardallenschools.com
Shenai Spears	Grade 1 Teacher	Richard Allen Prep K-2 Campus	sspears@richardallenschools.com
Brandi McDaniel	Principal	Richard Allen Prep K-2 Campus	bmcdaniel@richardallenschools.com
Michelle Devenport	Instructional Coach, 3-5	Richard Allen Prep 3-8 Campus	mdevenport@richardallenschools.com
Kyle Dudley	Instructional Coach, 6-8	Richard Allen Prep 3-8 Campus	kdudley@richardallenschools.com
Justen Seay	Principal	Richard Allen Prep 3-8 Campus	jseay@richardallenschools.com
Jennifer Parrish	Intervention Specialist	Richard Allen Prep 3-8 Campus	jparrish@richardallenschools.com
Valeria Kerley	Director of Curriculum & Instruction, K-3	Richard Allen Prep 3-8 Campus	vkerley@richardallenschools.com
Brandy Flack	Chief Academic Officer	EMDG (Management Company/School Operations Office)	bflack@richardallenschools.com

SECTION 1, PART B: DEVELOPING, MONITORING, AND COMMUNICATING THE READING ACHIEVEMENT PLAN

Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.

Plan Development: Before developing the plan, teams reviewed a variety of data sources to get a system-level view of literacy performance in both the K-2 and 3-8 campuses. The school's administrators and teachers have attended information sessions, participated in webinars, and reviewed resources provided by the regional State Support Team to develop an understanding of the requirements for the plan and learn about best practices for strengthening early literacy. Team members in grades K-3 have completed Ohio's dyslexia support modules—both to meet state requirements and to inform this work as well. The school's previous literacy plans have focused on achievement and instruction in grades K through 3; this revised plan includes details for how we will support struggling readers beyond 3rd grade.

Monitoring: Student performance will be monitored alongside adult indicators. The team will monitor student progress primarily using aimswebPlus and MAP data. Standards-based common assessment will also be used to collect more extensive information about students' reading comprehension. Adult practices will be monitored regularly with walkthrough tools built specifically for the literacy block. The team will meet again at the end of January 2024 to review progress and determine whether or not any immediate adjustments should be made. The leadership and intervention assistance teams will continue to meet regularly to review student progress and implementation data to evaluate the effectiveness of both Tier 1 instruction and Tiers 2-3 intervention practices.

Communication: Communication about the school's literacy efforts and progress targets four stakeholder groups: students, teachers, families, and external/community partners.

- Students will review their own progress and set goals using kid-friendly data binders and during data talks with their teachers.
- Teachers will post visual representations of student growth to motivate and encourage movement. Student-, grade-, and building-level progress will be reviewed regularly in teacher-based team and staff meetings.
- Parents will receive bi-weekly progress reports and updates via messaging tools. Parents will attend at least two in-person conferences each year, and those with students on reading improvement plans will review their students' progress at that time.
- Literacy achievement is reviewed regularly at school board meetings and with external partners focused on supporting student literacy.

SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT AND EQUITY EFFORTS*

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314 of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.

The contents of this Reading Achievement Plan support the school's efforts to successfully meet the requirements of Ohio's Third Grade Reading Guarantee. The overarching goal is to increase 3rd grade reading proficiency rates each year, which will ultimately reduce or eliminate the need for student retention in third grade and additional support/intervention in grades 4 and higher. The plan also includes decision rules for students in grades 4 and higher who need additional literacy support.

The goals and strategies described in the Reading Achievement Plan are aligned with existing school goals to increase student growth and achievement in reading. In addition to Ohio's expectations for student literacy, the school's sponsor requires the use of the Ohio Improvement Process and the development of annual school improvement goals that are part of the One Plan. The school's goal for increasing reading achievement building-wide and the associated action maps and professional development plan include details found in both the One Plan and school improvement goals on file with the sponsor. The Plan also aligns with the school's continuing efforts to create and sustain an environment where underserved students feel safe and have access to grade-level curriculum and instruction in an inclusive environment.

The RA literacy plan supports the success of all students and is grounded in the following core beliefs:

- **Students come first.** The classroom is the most important place in the district. Our decisions, including the way we use our time, energy, and other resources, reflect this belief.
- **Our school community is committed to lifelong learning.** All adults involved in the education of young readers, including teachers, administrators, aides, and other instructional support staff, must have a firm understanding of the essential components of **structured literacy**: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Continuous professional learning develops and extends this understanding. Teachers will build the capacity to deliver effective instruction that will address the needs of each learner based on the Science of Reading. School leaders and district support staff will participate in professional learning sessions alongside teachers to develop the knowledge and understanding needed to hold staff accountable for the implementation of the tools and practices. Differentiated professional development for both early and adolescent literacy will allow teachers to focus on instructional strategies and reading issues specific to different grade levels and developmental stages.
- **High-quality explicit reading instruction based on the science of reading must be a priority in the primary grades.** It is our job to fulfill the mission of our schools and to help our

students become “literate lifters of this world,” as recited daily in the schools’ Creed. Effective structured literacy curricula and instruction are cohesive, sequential, prescriptive, and rigorous. All stakeholders must share a focused commitment to the importance of reading development so that students can attain fluency and comprehension of text by the end of grade 3. While acquiring oral language tends to happen informally, learning to read requires some level of intentionality. Most students need well-organized instruction and considerable practice in order to learn to read proficiently (Moats, 2020).

- All learners have the potential for success. Multi-tiered systems of support must be used effectively to address gaps in reading proficiency.** We must act with urgency to address student reading challenges at all grade levels. We will continually update our school’s framework for MTSS. We will identify student needs and apply evidence-supported intervention to ensure all students become successful readers before they leave our care. Students with complex needs who are not meeting grade-level expectations in reading will receive explicit, systemic whole-class instruction as well as targeted small-group intervention. During identified intervention blocks, teachers and support staff will facilitate small-group reading instruction focusing on decoding skills, vocabulary, and comprehension. These skills include print concepts, phonological awareness, phonics and word recognition, word knowledge, and fluency. A Reading Improvement and Monitoring Plan (RIMP) will be written for students identified as “Not on Track” in reading and will be updated regularly.

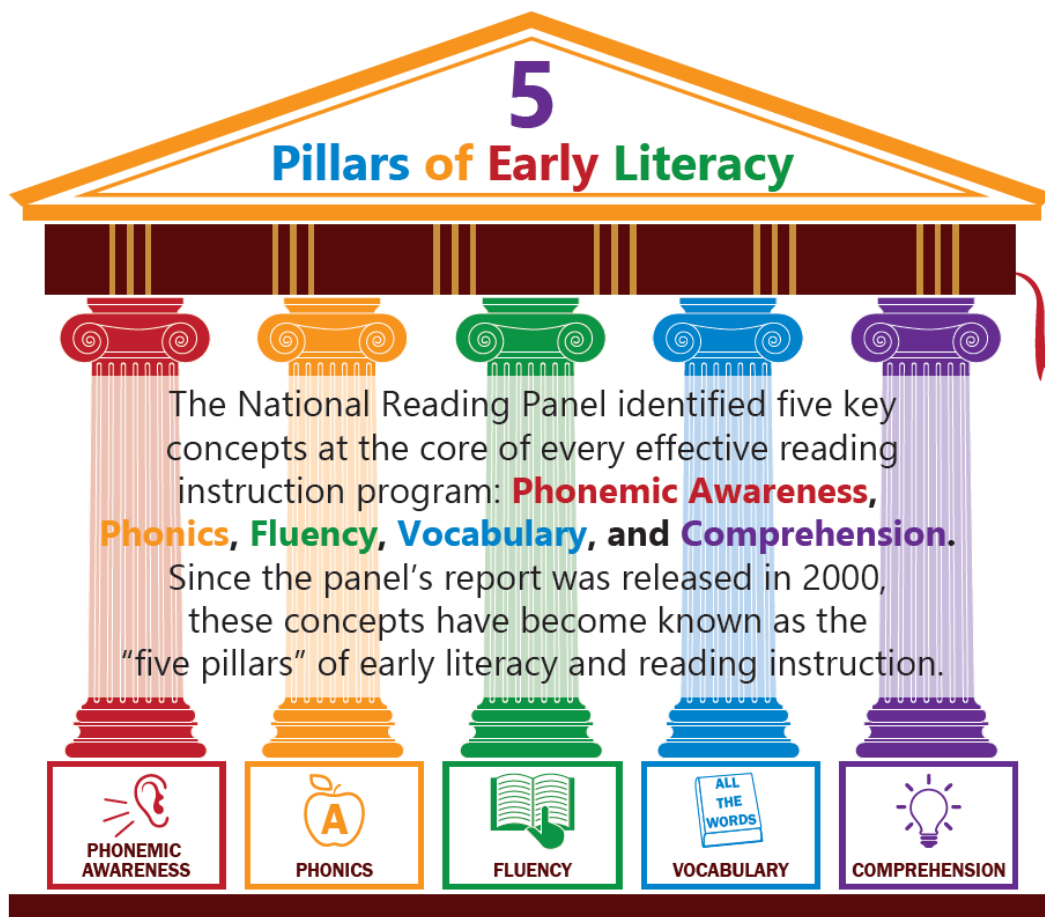


Image source: Arizona Department of Education

SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL*

SECTION 3, PART A: RELEVANT LEARNER PERFORMANCE DATA*

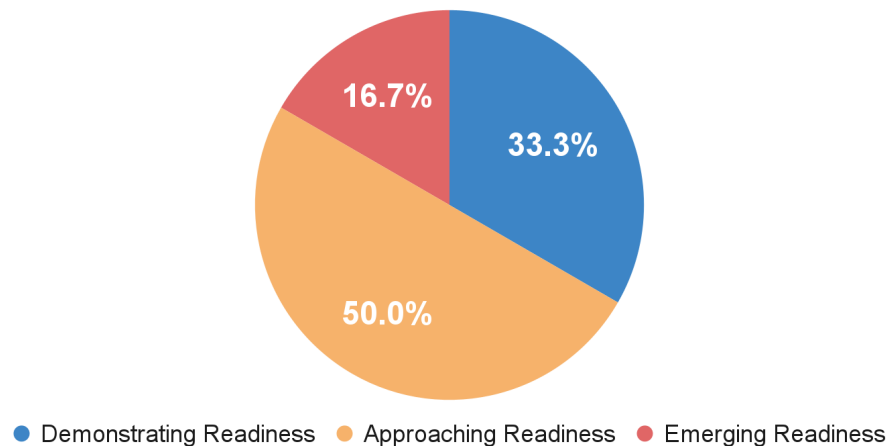
Richard Allen Preparatory currently serves approximately 445 students in kindergarten through grade 8. The data that follow come from a variety of sources but consistently indicate the need for a focused plan to increase reading achievement in the school.

Performance Data Sources Reviewed

- Kindergarten Readiness Assessment (KRA), including Language & Literacy subscores
- Measures of Academic Progress (MAP)
- aimswebPlus curriculum-based measures
- OST proficiency/achievement data

KINDERGARTEN READINESS ASSESSMENT

Fall 2023 Kindergarten Readiness Assessment:
Overall Performance, Richard Allen Preparatory

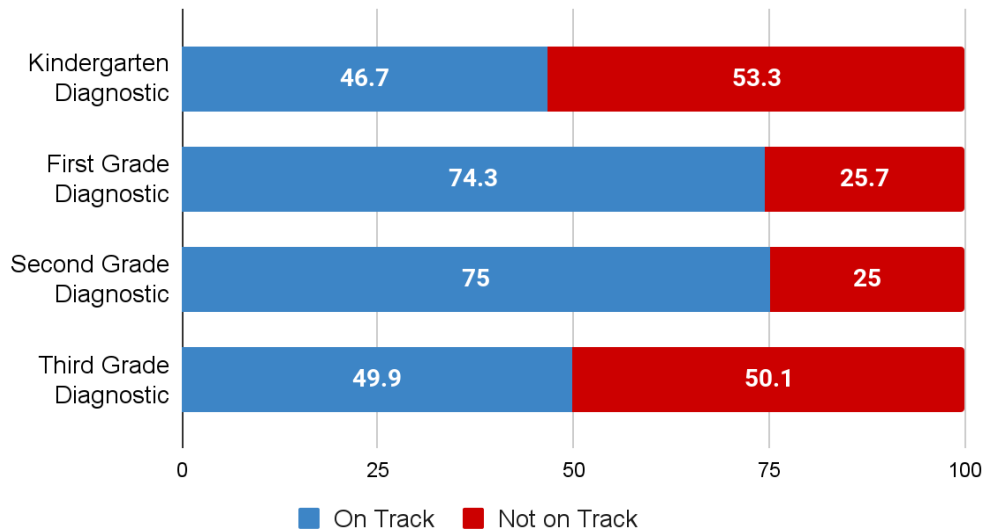


Kindergarten Readiness Assessment data indicate only one-third of the school's entering kindergarten students are sufficiently prepared for school. This figure has continued to decline over a period of years. Additionally, the most recent KRA data include a mean scaled Language & Literacy subscore of 263. The cut score for on-track reading is 263 and above; fewer than half of the entering kindergarten students scored above this mark.

Early Literacy: K-3 READING DIAGNOSTICS

While data indicate a more consistent reduction in reading improvement plans from 2022 to 2023, third grade ELA proficiency remains a concern. Root cause analysis discussions have also revealed concerns about assessment read-aloud features from one level of MAP Growth testing (K-2) to the next (2-5).

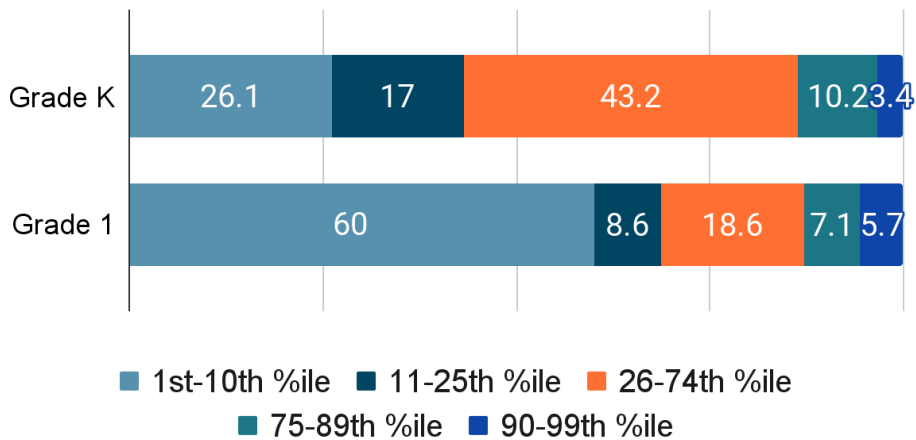
Fall 2023 Reading Diagnostics, Richard Allen Preparatory



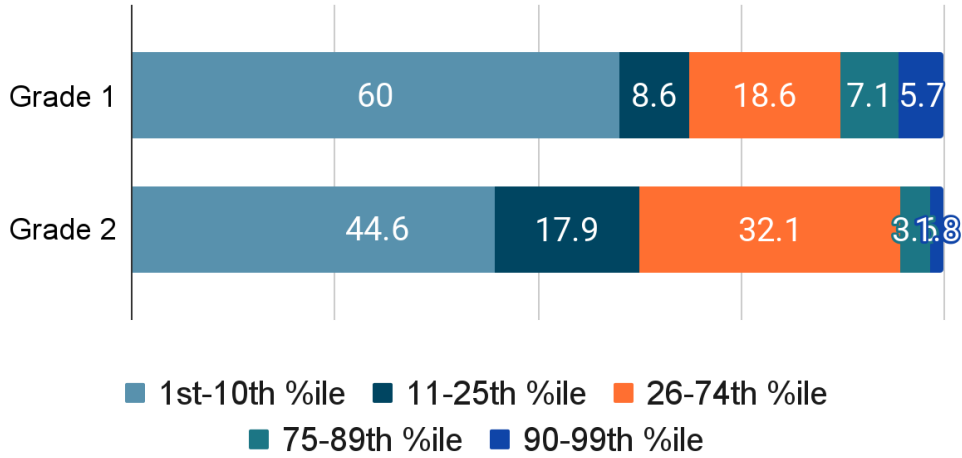
aimswebPLUS Normed Reading Performance

AimswebPlus early literacy and oral reading fluency measures indicate that many students do not demonstrate literacy skills at or above grade-level norms.

Fall 2023 Early Literacy: AimswebPLUS Performance Distribution, Richard Allen Preparatory



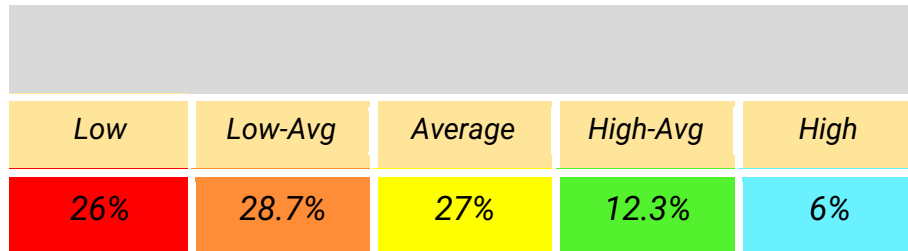
Fall 2023 Oral Reading Fluency (ORF): AimswebPlus Performance Distribution, Richard Allen Preparatory



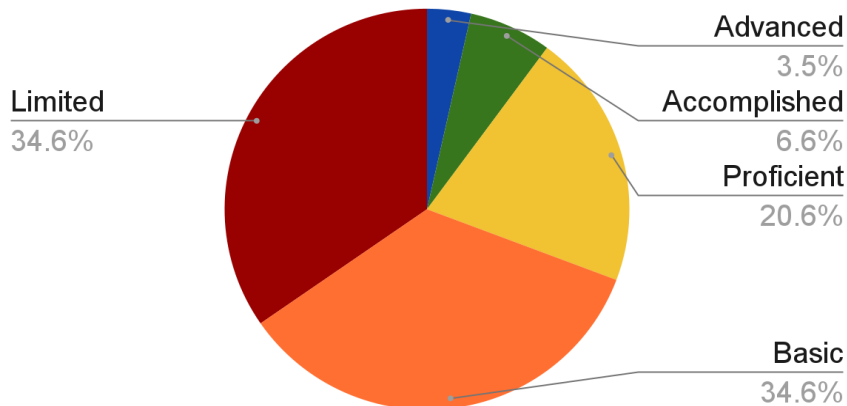
MEASURES OF ACADEMIC PROGRESS (MAP)

Fall MAP data indicate that more than half of RA Prep’s students (grades K-8) are performing below grade-level norms in reading. At that level of performance, just under one-third of the students in grades 3-8 are projected to be proficient in reading on the spring OST.

Fall 2023 MAP Reading Achievement Summary, Richard Allen Preparatory



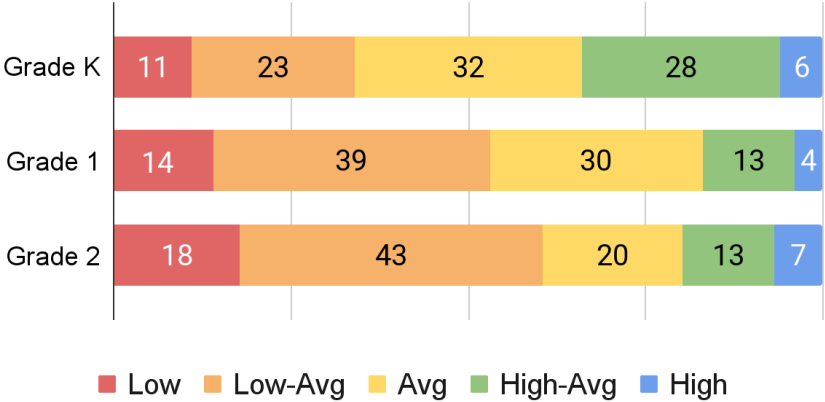
Fall 2023 MAP Projected Proficiency: OST Reading (Spring 2024), Richard Allen Preparatory



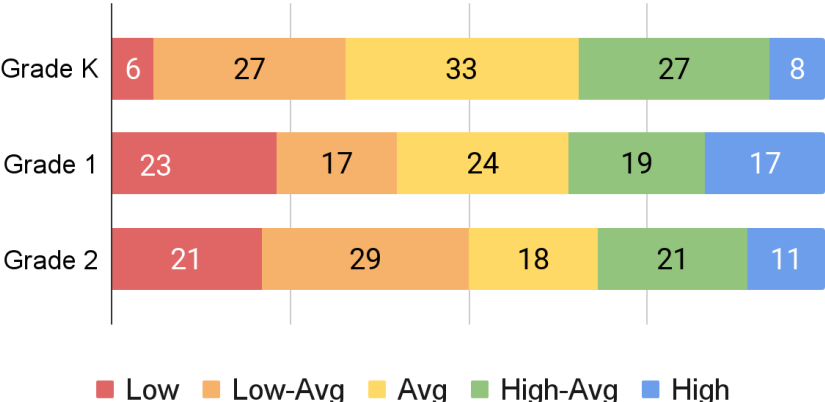
*Section headings marked with an asterisk are required by state law.

K-2 data disaggregated by skill show decreasing achievement from one grade level to the next in each of four instructional areas tested: Language & Writing, Literary & Informational Text, Foundational Skills, and Vocabulary Use & Function. The Foundational Skills subscore has the highest percentage of students performing in the lowest quintile.

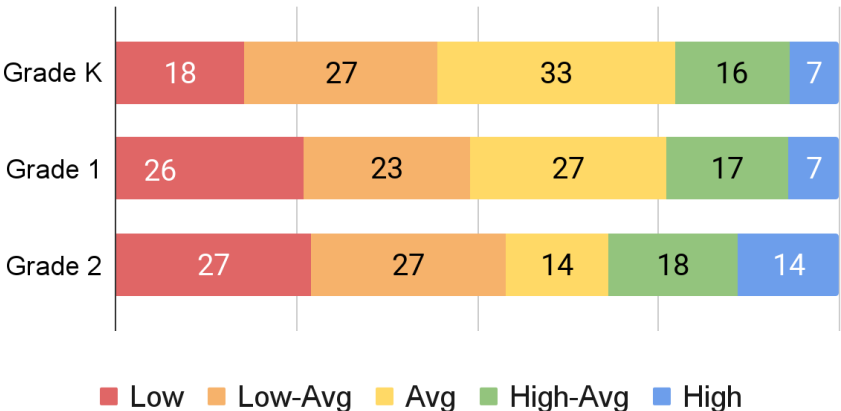
Fall 2023 MAP Growth K-2: Language & Writing, Richard Allen Preparatory



Fall 2023 MAP Growth K-2: Literary & Informational Text, Richard Allen Preparatory

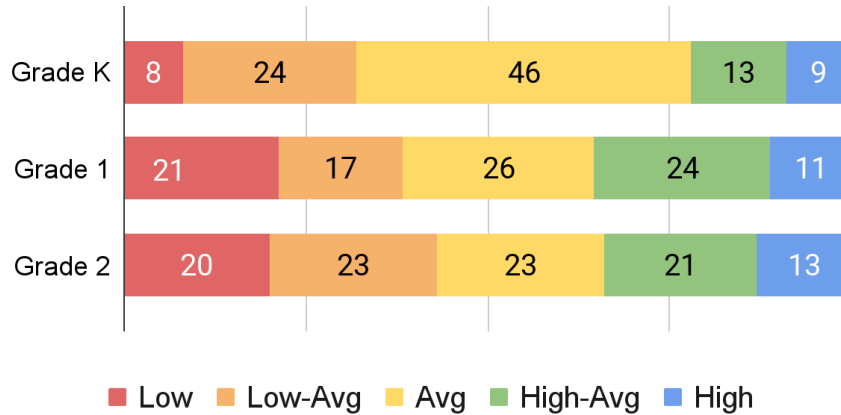


Fall 2023 MAP Growth K-2: Foundational Skills, Richard Allen Preparatory



*Section headings marked with an asterisk are required by state law.

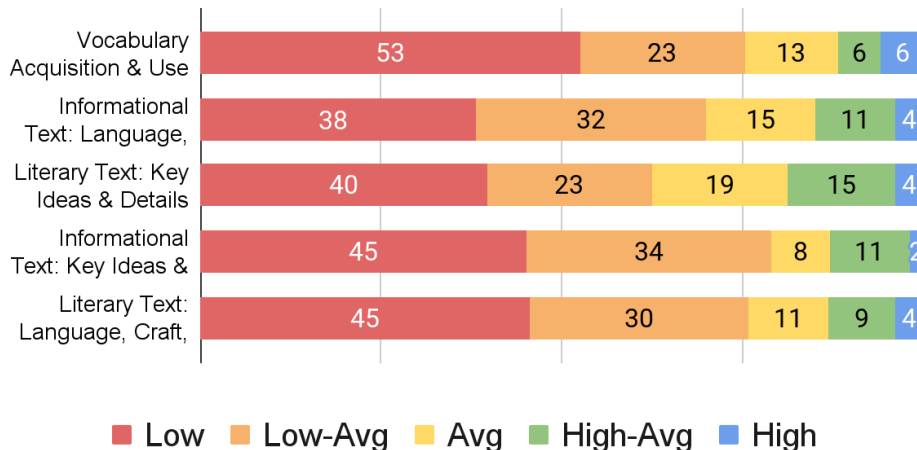
Fall 2023 MAP Growth K-2: Vocabulary Use & Functions, Richard Allen Preparatory



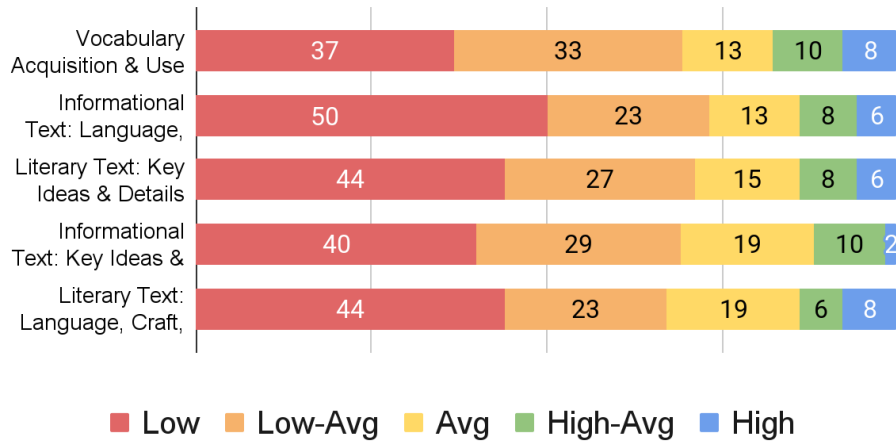
Reading data for grades 3-8 disaggregated by skill show a consistently bottom-heavy quintile performance in five tested areas: Vocabulary Acquisition & Use; Informational Text: Language, Craft, & Structure; Literary Text: Key Ideas & Details; Informational Text: Key Ideas & Details; and Literary Text: Language, Craft, & Structure. Analysis points to note for overall performance and the greatest areas of challenge:

1. Overall performance improves from grade 3 to grade 8.
2. For grade 3, vocabulary is the greatest demonstrated area of challenge.
3. Language, Craft, & Structure items (for both informational and literary text) are the greatest challenges in grades 4 and 5.
4. Key Ideas & Details (for both informational and literary text) is the greatest area of challenge for both 6th and 7th grade students.
5. For grade 8, Informational Text: Language, Craft, & Structure is the area of lowest performance.

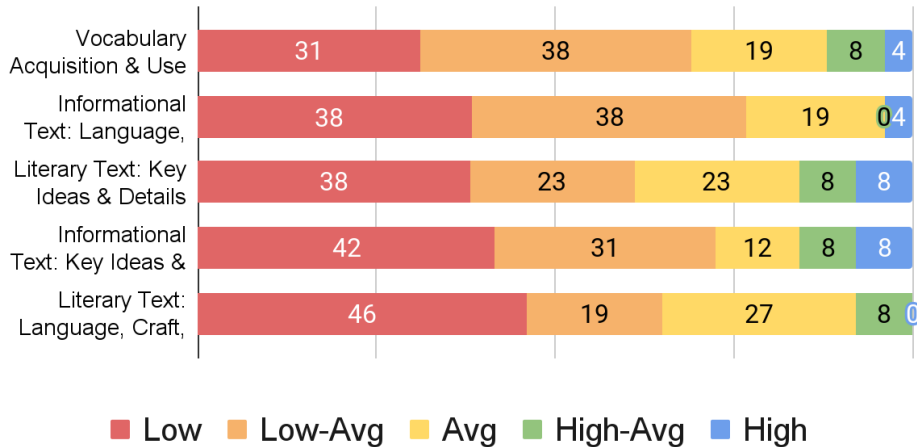
Fall 2023 MAP Growth: Performance by Skill, Grade 3 Richard Allen Preparatory



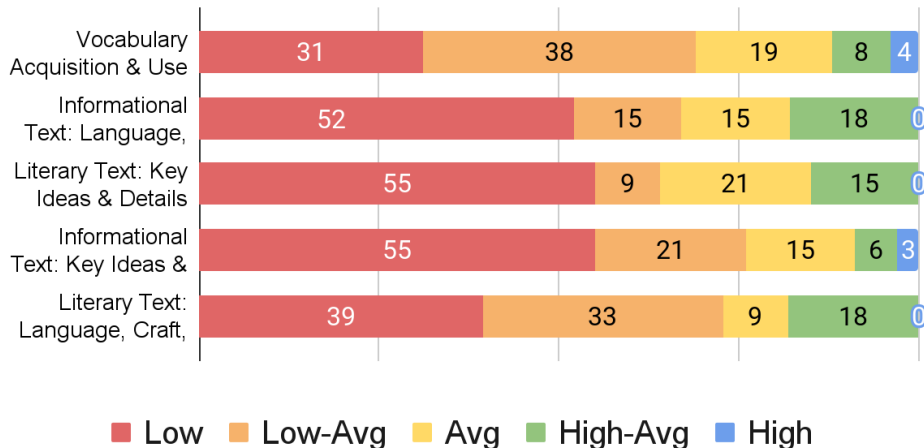
Fall 2023 MAP Growth: Performance by Skill, Grade 4 Richard Allen Preparatory



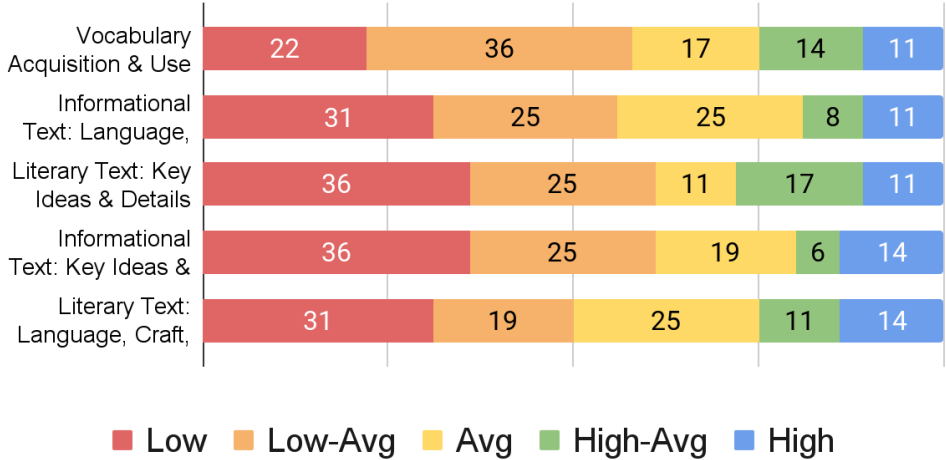
Fall 2023 MAP Growth: Performance by Skill, Grade 5 Richard Allen Preparatory



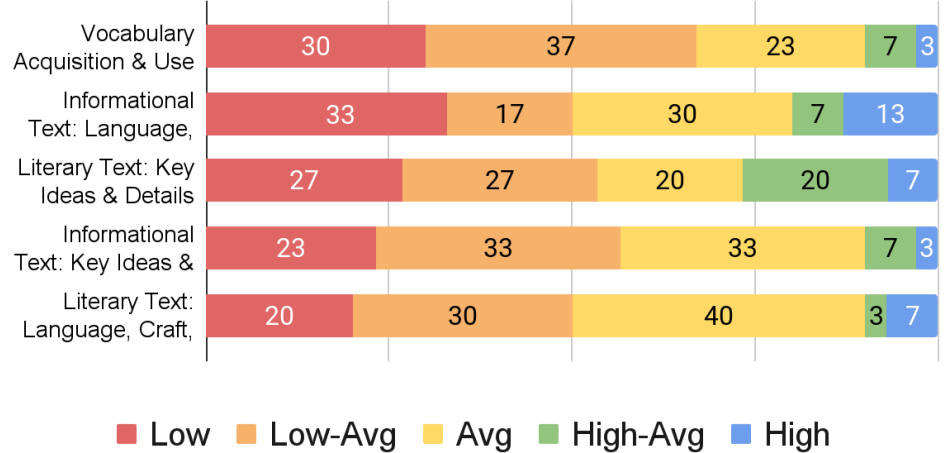
Fall 2023 MAP Growth: Performance by Skill, Grade 6 Richard Allen Preparatory



Fall 2023 MAP Growth: Performance by Skill, Grade 7
Richard Allen Preparatory



Fall 2023 MAP Growth: Performance by Skill, Grade 8
Richard Allen Preparatory

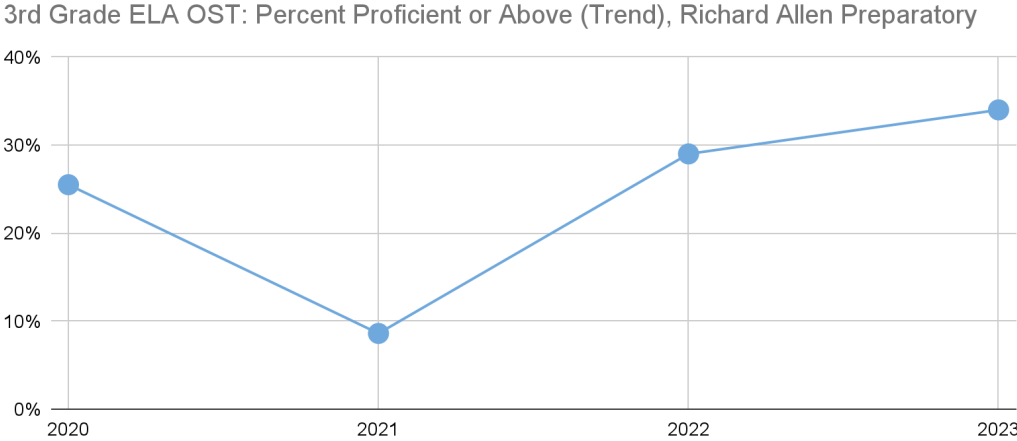


There is not one consistently low or high area of achievement across grade levels. The school is in its third year of implementation of EL Education ELA, a high-quality curriculum based on the Science of Reading. It would be logical to consider that turnover in both the leadership and the ELA teacher positions in grades 3-8 has hindered the school team’s capacity to deliver the curriculum effectively.

*Section headings marked with an asterisk are required by state law.

OHIO'S STATE TESTS

While the trendline for OST reading achievement is rising post-pandemic, overall reading performance remains low.



2022-2023 State Report Card Ratings: Richard Allen Preparatory

Richard Allen Preparatory	
Component	Rating
Gap Closing	★
Achievement	★
Progress	★★
Early Literacy	★★
Overall	★★

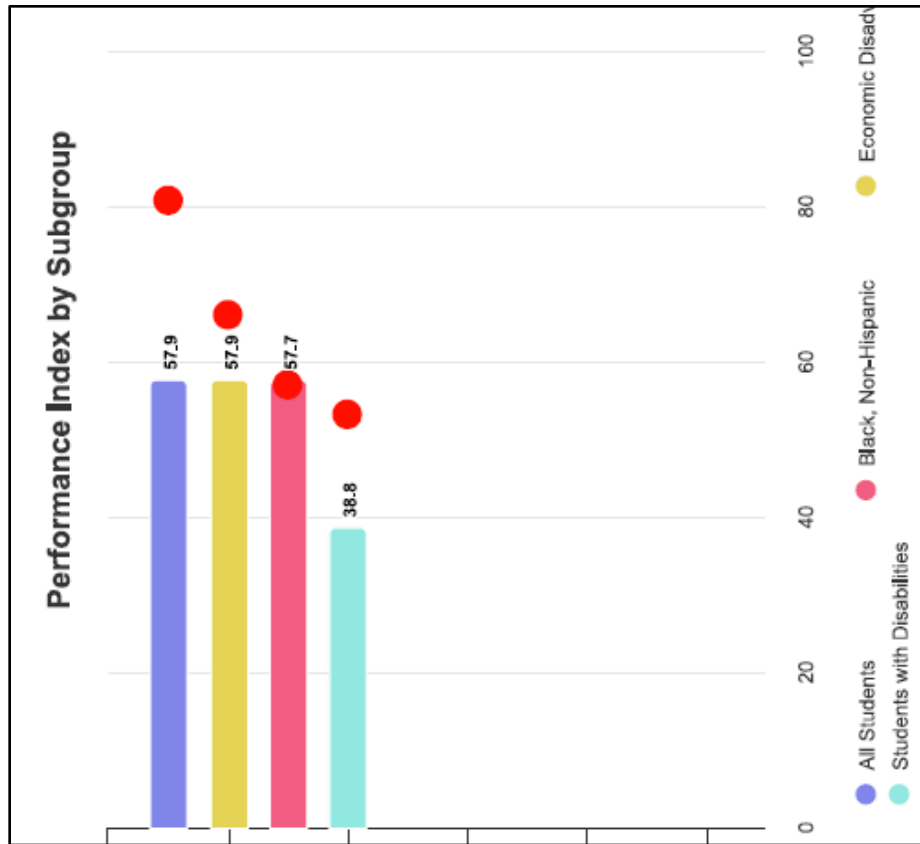
Spring 2023 English Language Arts, Richard Allen Preparatory: Student Performance Levels, All Grades

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
	46.8%	19.1%	10.6%	14.9%	8.5%
	45.2%	22.6%	6.5%	19.4%	6.5%
5	45.9%	40.5%	8.1%	5.4%	0
6	46.7%	26.7%	13.3%	8.9%	4.4%
7	30.3%	45.5%	18.2%	6.1%	0
8	55.6%	30.6%	13.9%	0	0

*Section headings marked with an asterisk are required by state law.

2022-2023 Gap Closing: Students with Disabilities

While Richard Allen Preparatory's 2022-2023 Special Education Profile indicates the reading/language arts target proficiency was **met** for 4th grade, a much lower target was not met for grade 8 proficiency. Additionally, a review of the school's Gap Closing data shows a large space between the subgroup's reading performance index goal (53.2) and actual reading achievement (38.8).



SECTION 3, PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING*

Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

An increasing number of learners are starting behind. Analysis of KRA data shows that many of our students just entering school do not meet Ohio's definition of *kindergarten ready*. Additionally, too many students start off track and stay off track. The root cause analysis revealed that although learners may make progress (i.e. a year's worth of growth in one school year) according to MAP and value-added data, many students who enter kindergarten academically behind their peers generally remain behind throughout their school experience. This is also true of students who transfer into the school after the kindergarten year.

Poverty contributes to this disparity in our school community. Richard Allen Preparatory is classified as a high-poverty school. According to the National Center for Children in Poverty, more than one in five children in the U.S. are living in poverty. A considerable body of research has connected poverty with early deficits in language and literacy development. Limited exposure to vocabulary and reading materials, in addition to stress exacerbated by scarcity of food, housing instability, and unsafe environments, can negatively impact children's cognitive development.

Staffing challenges disrupt continuity and create challenges for leaders and returning team members. The school community has experienced changes in leadership in the past two years, and teacher turnover has also peaked. Currently, only nine of twenty-one core curriculum teachers have more than three years of teaching experience. The turnover has most certainly had an adverse impact on student learning. The data and root cause analysis revealed that while RA Prep has three veteran teachers serving in coaching roles, we are still challenged in providing effective support to teachers to support literacy instruction due to unfilled positions that put coaches and other support staff members back in classrooms. Training on explicit instructional practices, assessment and data, and curriculum resources must also be repeated each year for new team members, and the school loses the capacity to implement evidence-based strategies effectively. Collective efficacy among the staff, which Hattie (2016) indicates is a top factor influencing student achievement, is difficult to nurture and grow when teams change significantly from year to year.

Instructional quality is inconsistent. Root cause analysis has revealed that our school is either not using effective instructional practices or not implementing them with fidelity, in every classroom. Gaps and challenges noted include the following:

- Lack of data literacy skills needed to identify specific student instructional needs and differentiate instructional opportunities;
- Lack of diagnostic knowledge needed to apply selected interventions effectively;
- Lack of research-supported intervention programs and training;
- Lack of deep understanding of Ohio's ELA standards;
- Lack of deep understanding of the Science of Reading and how foundational literacy skills are developed;
- Lack of explicit, standards-based Tier 1 instruction; and

- Lack of effective instructional feedback for teachers specific to literacy development and Science of Reading research.

Class grades and standardized assessment results do not align. Years of comparison between the grades students receive in their classes and their performance on MAP assessments and Ohio’s State Tests indicate general misalignment. In many instances, grades appear to be inflated and do not account for the rigor of the grade-level standards on which the majority of students are assessed. Many students receive passing marks—even honor-roll-level grades—and at the same time test at the lowest levels of performance on the standardized norm- and achievement-referenced assessments. The disparity suggests that educators are under-teaching students at all grade levels, and the team has discussed two possible causes for this under-teaching that may exist on their own or together: a lack of teacher knowledge and training (which can also result in fear of confrontation about low grades with upset parents), and/or teacher beliefs that lead to having low expectations for our students.

Students do not learn if they are not in school. School closure, hybrid schedules, and the general structure of school during the pandemic have had lingering negative effects on student attendance and out-of-school suspensions. Chronic absence and out-of-school suspensions peaked in 2022-2023, with 55.1% of students missing at least 10 percent of the school year and a total of 103 out-of-school suspensions.

SECTION 3, PART C: ROOT CAUSE ANALYSIS

Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.

The “5 Whys” analysis was used to identify a root cause that is within the school team’s power to address.

Summary of Root Cause Analysis

Problem:

The schoolwide median student achievement percentile in reading increased from 38 to 44 between fall 2022 and fall 2023; however, only 35-40% of students demonstrated proficiency in reading on MAP and/or OST.

1. **Why is that?** There is a lack of consistent use of instructional strategies to optimize instructional time and develop students’ literacy skills during Tier 1 instruction using adopted literacy curriculum materials.
2. **Why is that?** Teachers need more training and leaders must monitor adult implementation consistently.
3. **Why is that?** Teachers and/or leaders are new to their roles and the schools’ ELA curriculum.
4. **Why is that?** Staff turnover continues to be high.
5. **Why is that?** Various: Struggling to meet the demands of the job, salary, benefits, desire for a new environment, leaving the profession, etc.

The team has discussed some ways to reduce staff turnover, but it is not within the team’s power to make major organizational changes (such as salary increases, changes in benefits, etc.). Team members acknowledge ways they can support struggling teachers, including mentoring, coaching,

and training. Leaders must also define clear expectations for instruction and intervention and give teachers regular, accurate feedback based on those specific expectations.

In 2024-2025, the team will work on the evaluation and analysis of Tiers 2 & 3 intervention practices within the context of the school's Multi-Tiered Systems of Support (MTSS).

SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS*

Describe the measurable learner performance goals addressing learners' needs based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also, describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic, and time-bound. In addition, goals should be inclusive and equitable.

The goals outlined below apply to the current school year, 2023-2024, and were developed by teams at the start of the year. Goals will be updated and adjusted as needed throughout the plan's duration. The essential literacy skills included in Ohio's English language arts standards—phonemic awareness, phonics, reading fluency, vocabulary acquisition, and reading comprehension—develop along a continuum of literacy learning. Measurable goals are based on current performance levels in reading, and the learning strategies identified are based on the literacy continuum and research outlined in published practice guides.

K-8 Literacy Goals (SY2023-2024)

Learner performance goals:

1. Increase the percentage of K-2 students performing at or above grade-level norms in reading from 63% to 70%* as measured by MAP Growth: Reading.
2. Increase the number of 3rd grade students demonstrating proficiency on Ohio's English language arts assessment from 34 to 50 percent.
3. Decrease the number of grades 4-8 students in the lowest quintile of performance on the NWEA MAP Growth: Reading assessment from 33 to 25.

Adult implementation indicator:

All reading teachers will deliver explicit Tier 1 literacy instruction every day using adopted literacy curriculum materials as measured by classroom observation data, lesson plans, and TBT minutes. *For grades K-3, this includes explicit instruction of foundational reading skills.*

SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS*

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific to grades K-3, at least one action step in each map should address support for students who have Reading Improvement and Monitoring Plans. Include a description of the professional development activities provided for each goal.

Action maps will be updated and adjusted as needed throughout the plan's duration.

Goal # 1 (K-2) Action Map

Goal Statement: [SY23-24] Increase the percentage of K-2 students performing at or above grade-level norms in reading from 63% to 70%* as measured by MAP Growth: Reading.

Evidence-Based Strategy or Strategies:

1. Develop awareness of the segments of sound in speech and how they link to letters. (Evidence: Strong)
2. Teach students to decode words, analyze word parts, and write and recognize words. (Evidence: Strong)
3. Provide purposeful fluency-building activities to help students read effortlessly. (Evidence: Strong)

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Ensure reading curriculum tools address each of the evidence-based strategies.	Ensure teachers are trained and use the instructional tools with fidelity.	Schedule additional support for students with Reading Improvement & Monitoring Plans.
Timeline	<p>Winter-Spring 2023:</p> <ul style="list-style-type: none"> • Review reading data with teams • Review teacher feedback <p>March-April 2023: Review of core foundations programs to add to K-3 ELA curriculum and intervention options for all grades (K-8)</p> <p>May 2023: Select and purchase additional materials.</p>	<p><u>Spring 2023 and SY23-24:</u></p> <ul style="list-style-type: none"> • August 2023: new teacher training for core ELA curriculum (EL Education ELA) • September 2023: all teacher training for foundations curriculum • October 2023: teacher training for intervention components • October and regularly thereafter: Teachers use team-developed grade-level schedules. Use of curriculum tools also checked during walkthroughs. 	<ul style="list-style-type: none"> • August-September 2023: Review student status after universal screening (MAP) and K-3 benchmarking (aimswebPlus) • Quarterly (ongoing, based on data) beginning September 2023

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	BLT K-3 curriculum director District support staff	Administrators: principals and district support staff	Intervention teams Instructional coaches
Resources Needed	Funds for materials	<ul style="list-style-type: none"> Ongoing virtual 1:1 coaching with Better Lesson (for new teachers for the EL Education ELA curriculum) Training with Winsor Learning (on-site) for Tier 1 program (Essentials) Virtual training for Soudy System intervention kits Walkthrough tools: detailed schedule and instructional practices 	<ul style="list-style-type: none"> Intervention/small group schedules AmeriCorps tutors Space for small groups/pull-outs
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support, and leadership structures)	<ul style="list-style-type: none"> Leadership team members review materials and participate in ODE's Materials Matter series Teams work with sponsor and SST to explore available materials evaluation rubrics 	<ul style="list-style-type: none"> Teachers will receive training and begin using the tools daily. Walkthroughs will check for use of both the core ELA curriculum (EL Education ELA) and the additional Orton-Gillingham-based curriculum (Winsor Learning Essentials). Coaches will work to support implementation. Principals and district support staff will monitor fidelity. 	<ul style="list-style-type: none"> Teacher teams are coached through the improvement process by coaches, interventionists, and administrators. Teams use the schools' MTSS handbook and decision rules to inform how students are grouped and which supports and dosage they receive.
Measure of Success	<ul style="list-style-type: none"> EdReports reviews Reading League and other rubrics Teacher feedback 	<ul style="list-style-type: none"> Training/coaching records Teacher feedback Instructional walkthrough data 	<ul style="list-style-type: none"> Intervention/MTSS schedules Tracking and progress monitoring data
Description of Funding	Title I ESSR	Title II ESSR	Title I ESSR EOEC (when available for high-dosage tutoring)
Check-in/Review Date	November 3, 2023 December 8, 2023 February 2024 (date TBD) April 2024 (date TBD)	<ul style="list-style-type: none"> August 1, 2023 (for dyslexia modules completion) November 13, 2023 and monthly thereafter at select BLT meetings 	Monthly: progress monitoring, common assessment data reviews

Goal #2 (3rd) Action Map

Goal Statement: [SY23-24] Increase the number of 3rd grade students demonstrating proficiency on Ohio's English language arts assessment from 34 to 50 percent.

Evidence-Based Strategy or Strategies:

1. Teach students to decode words, analyze word parts, and write and recognize words. (Evidence: Strong)
2. Provide purposeful fluency-building activities to help students read effortlessly. (Evidence: Strong)
3. Routinely use a set of comprehension-building practices to help students make sense of the text. (Evidence: Strong)

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Ensure teachers are trained and use the instructional tools with fidelity.	Insert relevant look-fors into walkthroughs and feedback for the 3rd grade team.	Schedule additional support for students with Reading Improvement & Monitoring Plans.
Timeline	<u>Spring 2023 and SY23-24:</u> <ul style="list-style-type: none"> • August 2023: new teacher training for core ELA curriculum (EL Education ELA) • September 2023: all teacher training for foundations curriculum • October 2023: teacher training for intervention components • October and regularly thereafter: Teachers use team-developed grade-level schedules. Use of curriculum tools also checked during walkthroughs. 	<ul style="list-style-type: none"> • August-September 2023: Review available evidence-based practice information. • November-December 2023: identify look-fors based on daily schedule • January 2023: Review with team and discuss examples 	<ul style="list-style-type: none"> • August-September 2023: Review student status after universal screening (MAP) and K-3 benchmarking (aimswebPlus) • Quarterly (ongoing, based on data) beginning September 2023
Lead Person(s)	Administrators: principals and district support staff	K-3 curriculum director	Intervention teams Instructional coaches
Resources Needed	<ul style="list-style-type: none"> • Ongoing virtual 1:1 coaching with Better Lesson (for new teachers for the EL Education ELA curriculum) • Training with Winsor Learning (on-site) for Tier 1 program (Essentials) • Archer's Explicit Instruction resources: e.g., IE mental map 	<ul style="list-style-type: none"> • Schedule • IES Practice Guides (print or digital) • Walkthrough tools: detailed schedule and instructional practices • Walkthroughs will check for use of both the core ELA curriculum (EL 	<ul style="list-style-type: none"> • Intervention/small group schedules • AmeriCorps tutors - assignments • Space for small groups/pull-outs

	Action Step 1	Action Step 2	Action Step 3
		Education ELA) and the additional Orton-Gillingham-based curriculum (Winsor Learning Essentials).	
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support, and leadership structures)	<ul style="list-style-type: none"> Teachers will receive training and begin using the tools daily. Coaches will work to support implementation. Principals and district support staff will monitor fidelity. 	<ul style="list-style-type: none"> Better Lesson coaching for the curriculum: leaders' training for coach, principal, curriculum director to ensure feedback is consistent Review look-fors with the 3rd grade team 	<ul style="list-style-type: none"> Teacher teams are coached through the improvement process by coaches, interventionists, and administrators. Teams use the schools' MTSS handbook and decision rules to inform how students are grouped and which supports and dosage they receive.
Measure of Success	<ul style="list-style-type: none"> Training/coaching records Teacher feedback Instructional walkthrough data 	<ul style="list-style-type: none"> Instructional walkthrough data Usage data (for platforms) 	<ul style="list-style-type: none"> Intervention/MTSS schedules Tracking and progress monitoring data
Description of Funding	Title II ESSR	Title II ESSR	Title I ESSR EOEC (when available for high-dosage tutoring)
Check-in/Review Date	<ul style="list-style-type: none"> August 1, 2023 (for dyslexia modules completion) November 13, 2023 and monthly thereafter at select BLT meetings 	<ul style="list-style-type: none"> Weekly 3rd grade team meetings with coach/district support (beginning in January 2024) 	Monthly: progress monitoring, common assessment data reviews

Goal #3 (4-8) Action Map

Goal Statement: [SY23-24] Decrease the number of grades 4-8 students in the lowest quintile of performance on the NWEA MAP Growth: Reading assessment from 33 to 25 percent.

Evidence-Based Strategy or Strategies:

1. Teach students to decode words, analyze word parts, and write and recognize words. (Evidence: Strong)
2. Provide purposeful fluency-building activities to help students read effortlessly. (Evidence: Strong)
3. Routinely use a set of comprehension-building practices to help students make sense of the text. (Evidence: Strong)

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Schedule/facilitate professional development for explicit instruction and Science of Reading strategies (including Ohio's dyslexia modules).	Develop and ensure teachers follow a prescribed daily instructional schedule.	Monitor instructional walkthrough and student performance data to look for patterns and gaps to address.
Timeline	<ul style="list-style-type: none"> • August 2023: new teacher training for core ELA curriculum (EL Education ELA) • August forward (ongoing): Training for all content area specialists in explicit instruction and reading strategies 	October 2023 and regularly thereafter: Teachers use team-developed grade-level schedules.	<ul style="list-style-type: none"> • December-January: Review student status after winter universal screening (MAP) and benchmarking of identified students (aimswEBPlus) • Review progress monitoring data for identified readers
Lead Person(s)	BLT K-3 curriculum director District support staff	Administrators: principals and district support staff	Intervention teams Instructional coaches
Resources Needed	Funds for professional learning: <ul style="list-style-type: none"> • On-site, virtual • Funds to incentivize completion, pay for additional hours in training 	<ul style="list-style-type: none"> • Detailed, grade-level daily schedules (developed by BLT with district support) 	<ul style="list-style-type: none"> • Time for regular walkthroughs • Time for leadership teams to facilitate their data dives - to include adult practice data
Specifics of Implementation (Professional development, training, coaching, system)	<ul style="list-style-type: none"> • All teachers and administrators completing Ohio's dyslexia modules by August 1, 2023 receive a small stipend for 	<ul style="list-style-type: none"> • Coaches will work to support the implementation of the daily schedules. 	<ul style="list-style-type: none"> • Teacher teams are coached through the improvement process by coaches,

	Action Step 1	Action Step 2	Action Step 3
structures, implementation support, and leadership structures)	<p>completing outside their contract hours.</p> <ul style="list-style-type: none"> Coaches and support staff trained in explicit instruction strategies review with whole staff. Reading teachers work with a coach throughout the year to successfully implement the EL Education ELA curriculum. 	<ul style="list-style-type: none"> Principals and district support staff will monitor fidelity. 	<p>interventionists, and administrators.</p> <ul style="list-style-type: none"> Teams use the schools' MTSS handbook and decision rules to inform how students are grouped and which supports and dosage they receive.
Measure of Success	<ul style="list-style-type: none"> Teacher feedback Training/coaching records Adult practice/walkthrough data 	Instructional walkthrough data	<ul style="list-style-type: none"> Intervention/MTSS schedules Tracking and progress monitoring data
Description of Funding	Title II ESSR	Title II ESSR	Title I ESSR
Check-in/Review Date	<ul style="list-style-type: none"> August 1, 2023 (for dyslexia modules completion) January 12, 2023 and monthly thereafter at select BLT meetings 	<ul style="list-style-type: none"> August 1, 2023 (for dyslexia modules completion) November 13, 2023 and monthly thereafter at select BLT meetings 	Monthly: progress monitoring, common assessment data reviews

SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES*

Describe the process for monitoring the progress and implementation of the plan's strategies.

The Richard Allen Preparatory building leadership teams, with the guidance of the principal and district/management company administrators, will work to ensure improvement efforts like the Reading Achievement Plan are monitored regularly. Monitoring will include the collection and review of student performance data, such as the progress monitoring completed using aimswebPlus, MAP, Edulastic, and Ohio Readiness Assessment tools. Additionally, monitoring will include the review of adult practices data collected during walk-throughs and full-class observations. All monitoring will focus on the five pillars of early literacy—phonemic awareness, phonics, fluency, vocabulary, and comprehension—and instructional tools and practices aligned with the Science of Reading.

Classroom teachers, with the help of support staff, will monitor student progress in the Big Ideas of Reading using aimswebPlus and Ohio Readiness Assessment measures. MAP data will also be used for benchmarks and comparison. The district will use the data for MTSS decision-making based on the pillars of literacy, further diagnosing students' reading challenges with aimswebPlus benchmarking—which will also be administered to students in grades 4 and up who score in the

bottom quintile on MAP Growth: Reading. Evidence-based literacy interventions appropriate for the needs of struggling readers are included in the literacy decision rules and aligned with the big ideas of reading. If students receiving additional reading supports and intervention are not progressing towards their reading goals, they will be referred to their building MTSS/Intervention Assistance Team.

Grade-level progress monitoring will focus on the following literacy components:

Grade Level	Big Ideas of Reading	Curriculum- and Standards-Based Measures
Kindergarten	Phonemic Awareness	Phoneme Segmenting Letter Sounds
	Phonics & Word Recognition	Letter Names
1 st Grade	Phonemic Awareness	Phoneme Segmenting
	Phonics & Word Recognition	Word Reading Fluency
	Oral Reading Fluency	Passage Reading Fluency
2 nd Grade	Phonics & Word Recognition	Word Reading Fluency
	Oral Reading Fluency	Passage Reading Fluency
	Vocabulary	Local Benchmark Assessment
Grades 3+ <i>*As needed</i>	Oral Reading Fluency*	Passage Reading Fluency*
	Vocabulary	Local Benchmark Assessment
	Reading Comprehension	Edulastic; Ohio's Readiness Assessments

Additionally, Ohio's Teacher/Principal Evaluation Systems (OTES & OPES) and the Ohio Improvement Process (OIP) framework will be used to monitor the implementation of the Reading Achievement Plan (RAP) at the building level. A standing BLT meeting agenda item is to update team members on the activity completion for the Reading Achievement Plan. The BLT also reviews data summaries completed in TBT meetings for grade-level status updates. The Reading Achievement Team will have developed a communication plan in the upcoming weeks that includes protocols for communicating with stakeholders involved in the components of the Reading Achievement Plan. The Reading Achievement Team will also complete quarterly progress summaries to share with the Superintendent and the school board and plans to continue this year's work in the years to come based on student performance and identified needs.

Who:	Evidence Collected:	When:
Building Leadership Teams	<ul style="list-style-type: none"> ● Reports from NWEA MAP and aimswebPlus ● Ohio State Test results ● Progress monitoring data ● Walkthrough data and lesson feedback ● Lesson plans and feedback ● Team minutes: TBT, IAT, PBIS 	Monthly or quarterly, depending on the data source
Intervention Assistance Teams	<ul style="list-style-type: none"> ● IAT tracking log data ● Intervention block progress monitoring data from aimswebPlus ● Reports from NWEA MAP ● Anecdotal evidence from teachers, family, etc. ● Observation data (observe student in classroom, etc.) 	Monthly or quarterly, depending on the data source
Teacher-Based Teams	<ul style="list-style-type: none"> ● Walkthrough data ● Formative assessment data ● aimswebPlus data ● Monthly common assessments (K-2) and Ohio's Readiness checkpoints (3-8) ● Diagnostic and growth reports from NWEA MAP/aimswebPlus ● TBT minutes ● Ohio's State Test Results 	Bi-weekly, monthly, or quarterly, depending on the data source

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7, PART A: STRATEGIES TO SUPPORT LEARNERS*

Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners in Reading Improvement and Monitoring Plans (RIMPs).

**Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student not on-track (reading below grade level) within 60 days of receiving the reading diagnostic results.

**Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district and community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.

Kindergarten	Grade 1	Grade 2	Grade 3	Grades 4-8
Phonological awareness				
Blending, sound-spelling patterns, recognizing common word parts, reading decodable words in isolation and in text; introduce non-decodable words important to specific informational/literary text being read				
		Purposeful fluency-building activities (across content area instruction)		
			Background and word knowledge, question types, determining and writing gists	

For students on Reading Improvement and Monitoring Plans, additional practice will be provided during the intervention block using one of two Orton-Gillingham-based programs designed specifically for pre-reading or early reading intervention and support. Decoding skills will also be taught and reinforced as necessary in upper grades to help students read complex multisyllabic words. Each of the strategies below has proven highly effective in reviews of the research conducted by the Institute of Education Sciences National Center for Education Evaluation and Regional Assistance.

K-1: Phonological Awareness

Develop awareness of the segments of sound in speech and how they link to letters. **(Evidence: Strong)**

Students learn to recognize and manipulate the segments of sound in words and to link those sounds to letters. By mastering the alphabetic principle, students will have the phonemic awareness necessary for learning to read. Students must be able to

- identify the individual sounds, or phonemes, that make up the words they hear in speech;
- name the letters of the alphabet as they appear in print; and
- identify each letter's corresponding sounds.

For students on Reading Improvement and Monitoring Plans, additional practice will be provided during the intervention block using one of two Orton-Gillingham-based programs designed specifically for pre-reading or early reading intervention and support.

Grades 1-3: Word Work

Teach students to decode words, analyze word parts, and write and recognize words. **(Evidence: Strong)**

Students apply their letter-sound knowledge to decode and read words in isolation or in connected text.

- Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.
- Teach students common sound-spelling patterns.
- Teach students to recognize common word parts.
- Have students read decodable words in isolation and in text.

Grades 2-8: Reading Fluency

Provide purposeful fluency-building activities to help students read effortlessly. **(Evidence: Strong)**

- Incorporate repeated, choral, and partner reading strategies to help students read with appropriate accuracy, rate, and prosody.
- Choose short, content-rich passages at students' instructional level that include multisyllabic words, vowel and consonant sounds and combinations, or vocabulary the students have previously been taught.

Grades 3-8: Increase Comprehension

Routinely use a set of comprehension-building practices to help students make sense of the text. **(Evidence: Strong)**

- Build students' world and word knowledge so they can make sense of the text.
 - Develop background knowledge that is relevant for making sense of the passage.
 - Teach the meaning of a few words that are essential for understanding the passage.

- Consistently provide students with opportunities to ask and answer questions to better understand the texts they read.
 - Explicitly teach students how to find and justify answers to different types of questions.
 - Provide ample opportunities for students to collaboratively answer questions.
- Teach students a routine for determining the gist of a short section of text.
 - Model the thinking behind and writing of a gist. (*A sample video from the schools' ELA curriculum is included below; click image to view.*)
 - Write gists collaboratively as part of guided practice.
 - Teach students to mark important information in texts so they can include it in their gists.



Video source: EL Education ELA, <https://eleducation.org/resources/gist-vs-main-idea/>

Adult Indicator: Curriculum and Instructional Fidelity

- Teachers use explicit instructional strategies to engage students in their learning.

Explicit Instruction	Mental Map
Plan	
*Select critical content.	
*Sequence the skills/knowledge logically.	
*Break down content into obtainable chunks.	
*Develop or select clear examples & non-examples.	
Teach	
Design of Instruction	Delivery of Instruction
Opening	
Gain attention.	
Review preskills/background knowledge.	*Elicit responses. <i>Everyone does Everything.</i>
State the lesson's purpose or goal.	
Body	
Provide an organized, focused, engaging lesson.	*Monitor student responses.
Communicate with clarity.	
Utilize instructional routines.	
Provide clear demonstrations. I do.	
Provide guided practice. We do.	*Provide feedback. Affirmative Corrective
Check understanding. You do.	
Closing	
Review critical content. (Retrieval Practice)	*Maintain brisk pace.
Preview content for next lesson.	
Practice	
*Provide adequate practice for mastery.	
Deliberate Practice (goal-oriented)	
Retrieval Practice (from memory)	
Spaced Practice (over-time)	
Cumulative Practice (mixed content)	
Optimize Academic Learning Time. Promote Success.	

Anita Archer, Ph.D.
September 2023

Teach them well.

- Foundational reading skills are taught and reinforced daily as a Tier 1 practice in grades K through 3.
 - *Phonics wall card drills*
 - *Sounds in Position activities*
 - *Winsor Learning Sondag Essentials*
 - Multisensory, Orton-Gillingham-based
 - 20- to 30-minute daily lessons

*Section headings marked with an asterisk are required by state law.

- Skills & concepts taught: Phonological awareness, phonics, blending, segmenting, spelling, reading, and writing
- Learning activities that build fluency and comprehension skills are part of daily reading instruction.
 - Repeated, partner, and choral reading across content areas
 - Continual practice writing gists of text (as embedded in the EL Education ELA curriculum)

SECTION 7, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)*

Describe how the district will ensure the proposed evidence-based strategies in Section 5 will do the following:

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

The team will use a literacy block framework checklist to monitor fidelity of the reading block structure. Every ELA classroom will be checked randomly each week to ensure there is explicit instruction taking place using the selected evidence-based curriculum tools. The elements outlined in the strategies above will be checked:

Structure:

- Includes learning target based on Ohio's learning standards
- Appropriately-timed whole-group and differentiated instruction
- Brisk pacing

Content:

- Daily phonemic awareness and phonics drills (specifics by grade level)
- Explicit instruction of skill/strategy (with gradual release) as outlined in the curriculum module lesson
- Multiple opportunities for students to respond and engage
- Fluency- and comprehension-building activities
- Includes teacher read-aloud time
- Appropriate differentiation with small flexible groups

As detailed in the What Works Clearinghouse/IES Practice Guide recommendations, the selected evidence-based strategies will improve literacy instruction in our district. Principals and coaches work with teachers so there is a shared understanding of what these practices look like in action. Clear expectations must be established to ensure everyone is working in the same direction and using the evidence-based resources for instruction. Data and curriculum reviews have shown

inconsistencies in the use of the schools' core ELA curriculum, which includes and helps teachers implement the very strategies identified in this plan. The BLT will review monthly student data collections, as well as literacy block walk-through data, in order to answer this primary question: Are students growing in reading because of the implementation of research-supported structures and practices in our classrooms? In May 2024 (and each May thereafter), the team will review successes and obstacles experienced in the current year's improvement efforts to plan for the following school year and provide recommendations and supports as needed. The Reading Achievement Plan will be updated accordingly.

The district will provide embedded professional development for administrators and teachers. This includes internal and vendor-facilitated workshops for curriculum and Science of Reading, virtual 1:1 teacher and administrator coaching, on-site coaching, professional development during staff meetings, and staff development days. Key partners include the Region 10 State Support Team and their Literacy Network, Charter School Specialists (our schools' sponsor), BetterLesson, and EL Education ELA.

SECTION 7, PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

*Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing **Culturally Responsive Practice and the Science of Reading** in the professional development plan.*

****Under Ohio law (House Bill 33 of the 135th General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.**

****Ohio's [Dyslexia Support Laws](#) require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete 18 hours of approved professional development on identifying characteristics of dyslexia and understanding pedagogy for the instruction of students with dyslexia.**

Professional learning for literacy instruction that supports the Reading Achievement Plan will meet the following ESSA criteria for high-quality professional development:

- Sustained: takes place over an extended period of time
- Intensive: focused on Science of Reading and evidence-based literacy instruction
- Collaborative: applies schoolwide, across grade levels and content areas
- Job-Embedded: part of the regular work of instruction and taking place in the teaching and learning environment
- Data-Driven: supported by student performance data and adult practices data
- Classroom-Focused: related directly to teaching practices and classroom learning

Professional Development Focus: Ohio's Dyslexia Support Modules Provider: Ohio Department of Education Timeframe: Spring & Summer 2023	
Participants & Resources	Outcomes/Evaluation
<p>Time: Half-day launch to introduce the modules and allow teachers to get started</p> <p>Funds: Stipend incentive for early completion (by August 1, 2023)</p>	<p>100% of our K-1 teachers (as required by law), coaches, and administrators will complete the training before the first day of school.</p> <p>Additionally, at least half of the remaining staff in grades 2-3 will complete the training early, by this August 1.</p> <p>Course certificates will be submitted as evidence of successful completion of the modules and assessments.</p>

Professional Development: Explicit Instruction Provider: Anita Archer (Safe & Civil Schools conference), instructional coaches Timeframe: July 2023, August 2023, and beyond	
Participants & Resources	Outcomes/Evaluation
<p>Participants: Instructional coach, curriculum director</p> <p>Materials: <i>Explicit Instruction</i> - book, slides, and other resources provided by A. Archer</p> <p>Time: Time in August schedule for initial training for new teachers; time during staff meetings and coaching sessions to work on planning for and executing explicit instruction</p> <p>Funds: summer conference and follow-up webinars</p>	<p>Explicit Instruction is systematic, direct, engaging, and has been shown to promote achievement for all students. This professional learning opportunity gives all teachers the tools to implement explicit instruction in any grade level or content area. Training will provide clear guidelines for identifying key concepts, strategies, skills and routines to teach; designing and delivering effective lessons; and providing students opportunities to practice and master new material. Sample lessons and other resources will be shared.</p> <p>Instructional coach and curriculum director will attend initial training to prepare for ongoing work in the school. It might be possible to send a group of teachers in July 2024.</p>

Professional Development Focus: Modules training for the EL Education ELA curriculum Provider: BetterLesson Timeframe: August 2023	
Participants & Resources	Outcomes/Evaluation
<p>Participants: New teachers and the new principal; 2nd-year teachers also attend</p> <p>Time: Requires two full days of PD, virtual or in-person</p> <p>Funds: Must establish a new agreement annually</p>	<p>100% of new teachers and other staff members will complete initial training for the curriculum.</p>

Professional Development Focus: Virtual training for using the Imagine Learning platform Provider: Imagine Learning Timeframe: August 2023	
Participants & Resources	Outcomes/Evaluation
Participants: New teachers and the new principal; some returning staff will participate Time: Requires a 2-3 hour window for platform training Funds: Cost is per webinar session	All users new to the Imagine Learning platform (where they will access the ELA curriculum) will participate in platform training. Coaches and other staff will support platform training throughout the school year.

Professional Development Focus: Virtual 1:1 coaching for implementing/leading the EL Education ELA curriculum Provider: BetterLesson Timeframe: September 1, 2023 - May 30, 2024	
Participants & Resources	Outcomes/Evaluation
Participants: new teachers and the new principal; some returning staff will complete a short cycle of coaching as well Time: Requires a series of 30-minute virtual sessions - at least two sessions each month Funds: Must establish a new agreement annually	Both new coaches and the new principal will participate in virtual coaching. All participants will complete 8-12 coaching sessions throughout the school year in order to lead and support proper implementation of the schools' ELA curriculum. Teachers complete impact surveys, the data for which BetterLesson compiles and shares with school leaders.

Professional Development: Literacy Network Provider: SST 10 - Laura Jones Timeframe: Spring 2023 - Spring 2024	
Participants & Resources	Outcomes/Evaluation
Participants: School and management company administrators Time: Periodic webinars typically 3 hours in length	Participants will share information and resources with the school's BLT to inform the development of the Reading Achievement Plan and its implementation. Surveys and discussion consistently indicate this professional learning has been invaluable for informing the literacy planning in the schools.

Professional Development: Ohio Improvement Process (OIP) Training: BLT and TBT Provider: Charter School Specialists (sponsor-provided); Ohio Leadership Advisory Council (OLAC) videos with internal facilitation Date: 2023-2024	
Participants & Resources	Outcomes/Evaluation
Participants: School and management company administrators; instructional coaches; building leadership teams Time: Varies	Participants will <ul style="list-style-type: none"> ● Become familiar with ODE's strategic plan & Ohio's Literacy Plan ● Be able to follow the 5-step process when meeting and reviewing data ● Facilitate or participate in a root cause analysis ● Identify ESSA evidence-based practices ● Create systems to monitor adult implementation ● Utilize resources to successfully implement OIP

Professional Development: Ohio Materials Matter webinar series Provider: Ohio Department of Education Date: 2022-2024 (ongoing)	
Participants & Resources	Outcomes/Evaluation
Participants: Management company representatives - Chief Academic Officer and Director of Curriculum will participate Resources: Materials rubrics	Participants will use the tools and information provided to guide the review of existing curricula and updated curriculum options

Professional Learning: RAS Literacy Boot Camp Provider: EMDG/Richard Allen Schools Date: August 2024	
Participants & Resources	Outcomes/Evaluation
Participants: Teachers and building leaders Time: Approximately one week in August 2024 Resources: Materials for facilitation; curriculum materials (texts, phonics kits, wall cards, etc.) Funds: Facilitator stipends	All new teachers will participate in reading curriculum launch professional development. All new K-3 teachers will participate in Foundations 101 training. All teachers will participate in workshops on explicit instruction. All upper-grades content area teachers will participate in a workshop on content area literacy.

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